



Hollis Academy

200 Goodrich Street
Greenville, SC 29611

Grades	PK-5 Elementary School	
Enrollment	530 Students	
Principal	Miki E. Golden Jr.	864-355-4800
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Dr. Keith Ray	864-288-0476

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Below Average
2007	Below Average	Good
2006	Below Average	Below Average
2005	Below Average	Good
2004	At-Risk	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

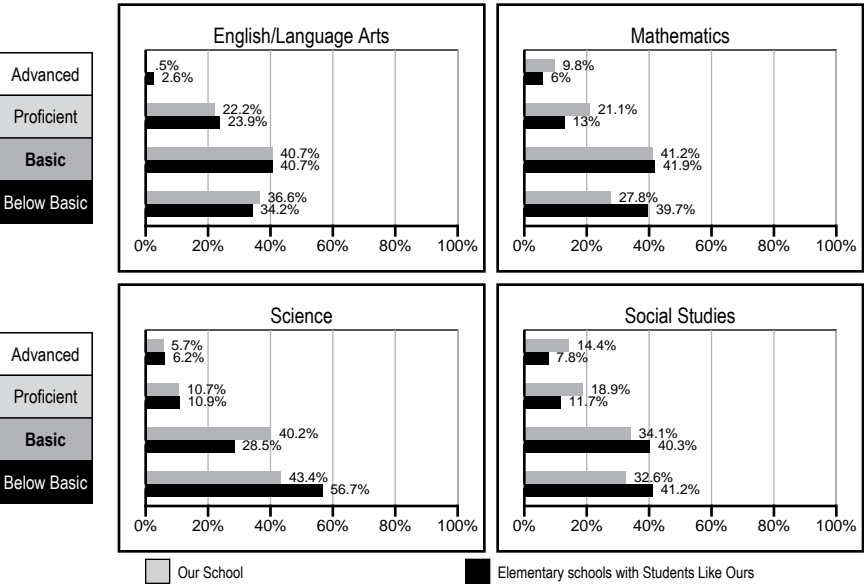
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	4	37	57

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=530)				
First graders who attended full-day kindergarten	98.6%	Down from 100.0%	100.0%	100.0%
Retention rate	0.8%	Down from 2.7%	3.1%	2.3%
Attendance rate	96.0%	Up from 95.4%	96.0%	96.3%
Eligible for gifted and talented	3.3%	Up from 3.2%	2.7%	10.4%
With disabilities other than speech	10.3%	Up from 7.9%	7.6%	7.5%
Older than usual for grade	0.5%	No Change	1.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.4%	0.0%	0.0%
Teachers (n=42)				
Teachers with advanced degrees	40.5%	Up from 40.4%	52.9%	56.7%
Continuing contract teachers	52.4%	Down from 55.3%	66.7%	77.3%
Teachers with emergency or provisional certificates	3.8%	Up from 3.4%	0.0%	0.0%
Teachers returning from previous year	64.4%	Down from 64.5%	81.5%	86.4%
Teacher attendance rate	96.0%	Down from 97.0%	94.8%	94.9%
Average teacher salary	\$39,595	Down 0.2%	\$43,737	\$45,345
Professional development days/teacher	40.0 days	N/R	13.7 days	12.6 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	18.4 to 1	Up from 13.0 to 1	16.1 to 1	18.5 to 1
Prime instructional time	91.6%	Down from 91.9%	89.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$9,326	Up 14.1%	\$8,435	\$7,052
Percent of expenditures for instruction*	68.5%	Up from 67.0%	68.3%	69.1%
Percent of expenditures for teacher salaries*	63.1%	Up from 62.3%	60.5%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

The Mission of Hollis Academy of Year-Round Education is for students to be self-motivated problem solvers and lifelong learners, who demonstrate mastery of all grade level standards. An exemplary faculty and staff will provide a safe, nurturing learning environment supported by parents and the larger community. Along with school and community support and the efforts of our business partners, we continue to strive to meet our mission. Our school goals directly relate to Greenville County Schools academic goals. At Hollis Academy, we have established goals focused on raising student achievement. These include increasing the number of students who score proficient and advanced on the PACT test in the areas of ELA and Mathematics. We also strive to move students from the below basic categories into basic, proficient, or advanced categories as determined by the PACT test.

Our student body is primarily composed of 59% African American, 21% Hispanic, 14% Caucasian, and 6% Other. Hollis is the only year-round school in Greenville County and serves approximately 530 students. Students attend 180 days with the opportunity to attend intersessions, which will provide up to 20 additional days of instruction. During the intersession time, students return for additional academic remediation, acceleration, and enrichment. Intersession is open to all students grades K-5. For the 08-09 school year, Hollis will return to the traditional calendar.

Hollis Academy contributes to the overall growth of students through various extracurricular activities for students such as Junior Beta Club, student council, safety patrols, chorus, school carnival, and after school achievers clubs. Hollis was recognized this year as a Safe Kids School and a Silver Award Recipient. We also met AYP and continue in our status as a SC Red Carpet School. Members of the staff have been identified as among the district's best with regard to websites and instructional delivery, placing a teacher in the top ten teachers in Greenville County, and having a finalist for science teacher of the year as well as reading teacher of the year. Our PTA continues to work toward improving membership and participation. Our School Improvement Council continues to work closely with the leadership at Hollis to promote student success.

Hollis Academy is committed to having a high quality instructional team at all levels that are certified and highly qualified as defined by NCLB. Many of our faculty and staff hold degrees beyond the bachelor level. Our teachers work within their grade levels to provide quality instruction. Many hours are provided to enhance teaching skills through professional development that primarily focus on research-based best practice to improve teaching skills, knowledge, and instructional delivery.

Hollis Academy of Year-Round Education continues to strive toward providing a successful learning environment for all students. With the assistance of a dedicated staff and support of our community and stakeholders, we continue to assure that no child is left behind.

Mr. Miki E. Golden, Jr., Principal
Mrs. Clareth Young, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	64	37
Percent satisfied with learning environment	88.4%	88.9%	80.6%
Percent satisfied with social and physical environment	90.7%	77.8%	73.0%
Percent satisfied with school-home relations	54.5%	82.8%	75.0%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	NO
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This school met 12 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	Restructure
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	1.9%		1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%		6.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	220	100	36.6	40.7	22.2	0.5	33.5	52.4	48.2	No	Yes
Gender											
Male	114	100	44.1	38.2	17.6	0	29.4	46.1	41.7	N/A	N/A
Female	106	100	28.3	43.5	27.2	1.1	38	59.1	55	N/A	N/A
Racial/Ethnic Group											
White	31	100	17.9	50	32.1	0	35.7	62.3	60	I/S	I/S
African American	142	100	39.3	40.2	19.7	0.8	32.8	31.7	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.9	70.4	I/S	I/S
Hispanic	44	100	43.9	34.1	22	0	34.1	36.7	38.4	No	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
Disability Status											
Disabled	45	100	84.2	13.2	2.6	0	5.3	20.3	16	I/S	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	38	100	51.4	34.3	14.3	0	25.7	36.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	205	100	36.5	40.9	22.1	0.6	33.1	34.3	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	220	100	27.8	41.2	21.1	9.8	42.8	49.5	45.8	No	Yes
Gender											
Male	114	100	29.4	37.3	21.6	11.8	45.1	49.9	45.6	N/A	N/A
Female	106	100	26.1	45.7	20.7	7.6	40.2	49	45.9	N/A	N/A
Racial/Ethnic Group											
White	31	100	17.9	39.3	21.4	21.4	50	59.4	59	I/S	I/S
African American	142	100	32.8	38.5	21.3	7.4	40.2	27.2	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	75.3	71.3	I/S	I/S
Hispanic	44	100	22	48.8	19.5	9.8	46.3	37.4	38.1	Yes	Yes
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
Disability Status											
Disabled	45	100	84.2	15.8	0	0	5.3	20.1	17.1	I/S	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	38	100	25.7	51.4	20	2.9	37.1	38.4	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	205	100	27.6	42	20.4	9.9	42	32.2	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	142	100	43.4	40.2	10.7	5.7	16.4	39.3	35.7	96	96.5
Gender											
Male	75	100	40.9	37.9	10.6	10.6	21.2	41.6	37.4	95.9	96.4
Female	67	100	46.4	42.9	10.7	0	10.7	36.9	33.8	96.1	96.6
Racial/Ethnic Group											
White	14	100	16.7	50	16.7	16.7	33.3	49.7	49.2	95.2	96.4
African American	97	100	48.8	37.8	11	2.4	13.4	18.2	17	95.8	96.4
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	60.9	58	94.4	97.7
Hispanic	29	100	42.3	42.3	7.7	7.7	15.4	23.7	24.9	97.3	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	93.9	95.3
Disability Status											
Disabled	32	100	81.5	18.5	0	0	0	16.3	14	95.4	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	N/A	96.4
English Proficiency											
Limited English Proficient	25	100	45.5	40.9	9.1	4.5	13.6	22.6	24.4	97.5	97.2
Socio-Economic Status											
Subsided meals	135	100	42.7	40.2	11.1	6	17.1	21.3	21.1	96	95.8

Social Studies

All Students	144	100	32.6	34.1	18.9	14.4	33.3	38.1	34	96	96.5
Gender											
Male	77	100	32.4	32.4	21.1	14.1	35.2	41	36.6	95.9	96.4
Female	67	100	32.8	36.1	16.4	14.8	31.1	35	31.3	96.1	96.6
Racial/Ethnic Group											
White	22	100	28.6	19	19	33.3	52.4	46.1	44.5	95.2	96.4
African American	93	100	35.4	41.5	12.2	11	23.2	20.5	19.1	95.8	96.4
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	60.2	58.9	94.4	97.7
Hispanic	28	100	25	25	39.3	10.7	50	27.7	27.5	97.3	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	93.9	95.3
Disability Status											
Disabled	35	100	65.5	31	0	3.4	3.4	17.1	14.4	95.4	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	N/A	96.4
English Proficiency											
Limited English Proficient	24	100	29.2	29.2	33.3	8.3	41.7	27.6	27.3	97.5	97.2
Socio-Economic Status											
Subsided meals	134	100	32	35.2	18	14.8	32.8	22.8	21	96	95.8

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	84	100	27.1	51.4	20	1.4	21.4
	4	72	98.6	23.4	46.9	28.1	1.6	29.7
	5	62	100	30.9	45.5	23.6	0	23.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	80	100	29.4	33.8	35.3	1.5	36.8
	4	66	100	53.3	36.7	10	0	10
	5	74	100	28.8	51.5	19.7	0	19.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	84	98.8	27.1	52.9	11.4	8.6	20
	4	72	100	21.5	40	21.5	16.9	38.5
	5	62	100	23.6	50.9	9.1	16.4	25.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	80	100	33.8	39.7	16.2	10.3	26.5
	4	66	100	35	43.3	15	6.7	21.7
	5	74	100	15.2	40.9	31.8	12.1	43.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	44	100	36.1	50	13.9	0	13.9
	4	72	100	49.2	24.6	20	6.2	26.2
	5	31	100	37	37	14.8	11.1	25.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	38	100	41.4	37.9	17.2	3.4	20.7
	4	66	100	48.3	38.3	8.3	5	13.3
	5	38	100	36.4	45.5	9.1	9.1	18.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	40	100	23.5	47.1	23.5	5.9	29.4
	4	72	100	21.5	47.7	23.1	7.7	30.8
	5	31	96.8	39.3	32.1	21.4	7.1	28.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	42	100	30.8	25.6	15.4	28.2	43.6
	4	66	100	30	41.7	23.3	5	28.3
	5	36	100	39.4	30.3	15.2	15.2	30.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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